**Identifying Quadrilaterals**

# **Teacher Candidate:** Ian Allison **Date:**

**Lesson Title:** Identifying Quadrilaterals

**Learning Targets:** *When planning/writing your lesson include the following*:

**EALR/Learning Target:** 3rd grade geometry. Standard 3.4C Identify and describe special types of quadrilaterals. Special types of quadrilaterals include squares, rectangles, parallelograms, rhombi, trapezoids and kites. This lesson will focus on squares, rectangles, parallelograms and rhombi. The following lesson will focus on trapezoids and kites.

**TSWBAT**: Identify and describe squares, rectangles, parallelograms and rhombi.

**Schema**: Transfer

**Assessment Strategies**:*When planning/writing your lesson include the following:*

Can be formative or summative, most of the time it will be a formative assessment.

During the lesson I will be calling on students to repeat back what I have explained so far about a particular shape. I will also be calling on volunteers and/or choosing kids to come to the board and draw the given shape. I will sometimes use the name of the shape, square, rhombus etc. or I might give them the description.

**Grouping of Students for Instruction**: *When planning/writing your lesson include the following:*

Specifically how are you going to group your students for this lesson: groups of two, four, individual, etc?

For this lesson I would like the students to be grouped into groups of 4.

**Learning Experiences (example: Introduction, Questions, Learning Activities, Closure, and Independent Practice):** *When teaching the lesson you need to do the following:*

This may be a repeat of some of the information already on this page but this is actually the teaching episode. It is what we will see you doing in front of the kids. We need enough detail in this section for a substitute to completely understand what they need to do with the lesson.

**Anticipatory Set**: I will remind the kids of the stuff we have covered previously in the week such as parallel lines, perpendicular lines and right angles. I will then ask the kids if they know what a quadrilateral is. A quadrilateral is a two dimensional shape with four sides. I will proceed to tell them that there are special kinds of quadrilaterals and we are going to learn them. I will ask them to tell me the names of some four sided objects. Hopefully they can give me the name of a square and rectangle.

**State the Learning Target**: I want the students to understand that certain special four sided shapes have names. I also want them to be able to describe, draw and identify them.

**Learning Episode (this is the meat and potatoes of the lesson. It is the main part of the lesson)**: Ok so we know a quadrilateral is a two dimensional shape with four sides. I will begin with the most basic/simple to describe, a square. A square is a two dimensional shape with four sides, all the same length, and right angles at the corners. I will draw a square on the board. I will then have the students draw a square on their whiteboards and hold them up.

Next I will describe and draw a rectangle. A rectangle is a two dimensional shape with four sides, each pair of opposite sides being the same length, and right angles at each of the corners. I will then have the kids draw rectangles on their boards.

Next I will describe and draw a parallelogram. A parallelogram is a two dimensional shape with four sides, each pair of opposite sides being the same length, but not necessarily right angles at the corners. I will remind the students what we know about parallel lines and have them draw a parallelogram on their boards. We will also repeat the definition out loud a few times.

Next I will describe and draw a rhombus. A rhombus is a four-sided shape where all sides have equal length. I will tell the students it is like a square but the corners do not meet at right angles. It is like someone has pushed the top of the square to one side. I will have the students draw a few of these, showing me after each one. We will the repeat the definition/description of the rhombus followed by the descriptions of the other four shapes. Now I will begin asking students to the front of the room to draw the shapes for me on the board. I will also be asking for definitions between having students draw the shapes.

**Guided Practice**: For guided practice the students will be mimicking what I draw on the board throughout the learning episode. The students will be repeating back to me the definitions of the various shapes.

**Closure**: We will once more repeat the definition/description of the four quadrilaterals that we learned today.

A square is a two dimensional shape with four sides, all the same length, and right angles at the corners.

A rectangle is a two dimensional shape with four sides, each pair of opposite sides being the same length, and right angles at each of the corners.

A parallelogram is a two dimensional shape with four sides, each pair of opposite sides being the same length, but not necessarily right angles at the corners.

A rhombus is a four-sided shape where all sides have equal length.

**Independent Practice**: In order to be finished with the lesson the students must draw for me on their whiteboard one of each of the shapes we learned about today.

**Authentic Assessment**:

**Instructional Materials, Resources and Technology: (Attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, worksheets):**

*How are you boxing, crating it, setting out for the students and for you?*

These are the materials that you will use for this lesson. All the items need to be stated.

Hopefully I will have whiteboards for all students and that all students will have rulers.